

## **USING BIG BOOK TO TEACH COUNTING NUMBERS**

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### **Abstract** (5-10 sentences)

As the importance of EYL disciple earned reputabe demand in scope of English as Foreign Language Teaching, teachers are urged to empyoy the sophisticated approaches and methodologies in teaching children as the means of contextualizing English as a lingua franca for their daily life. In purpose of the previous quest, researchers are fascinated in developing the usable media in order to ease the teaching process. The aim of this project is to study the Big Book approach and to see how well it can be applied to the teaching of pronunciation and spelling in English to non-native learners of the language.

Keywords : big book; active; reading

### **I. Introduction**

Children of non-native speakers of English are usually have a hard time learning to spell, because more often than not, pronunciation is misleading. As prospective English teachers of young learners, we know there are many ways in which big book can enhance our work in helping them develop their pronunciation and spelling proficiencies. Using pronunciation-based activities and big book when teaching spelling will help the children understand spelling patterns easier and faster, and minimize misspellings in the future by drawing on their knowledge of pronunciation. Here, in this project, we are using a big book as a media to teach the young learners how to pronounce and spell words accurately. We have chosen "Counting Numbers (1 up to 10)" as it appropriate material for preschool and kindergaten-aged. We are considering big book is an effective media as the size of colorful pictures help the children to focus their attention and as it possible way to make the children more engage and interact in the classroom or group of study. Megawati & Wulandari (2017) mentioned the teacher can make their own material and ask the students' contribution in finishing and beautifying the big book. This activity can be conducted anytime, and the result can be used in longer time. So, by teach them how to pronounce and spell with the using of a big book as a media, hopefully they will be able to write sucessfully and one happy by product of successfully teaching children to spell is that their reading levels soar as well.

### **II. Findings and Discussion**

During the implementation of teaching pronunciation and spelling proficiencies by using a big book as a media, we tried to read aloud and follow the text with our hand. This ensures that the children can see exactly what we are reading and they learn to associate sound with the printed symbol. In this manner, left-to-right progression and top-to-bottom concepts of print are being demonstrated within a meaningful context. (Fahmi, Suhartono, Arifin, 2013).

Based on the observation and the study above, we concluded that Big Book is the most acceptable media in accordance with EYL teaching activity usage in quest of enhancing students' pronunciation and spelling proficiencies. Though there are still rooms for improvement for the current media, we assumed that the finding will contributes in disciple of EFL in relation with Piaget theory of cognitive development in the stage of pre-operational phase where learners achieved maximum information absorbtion capabilities by the help of visual aid.

### **III. Conclusion and Suggestion**

According to the discovery found during the field implementation of the Big Book project, it is concluded that Big Book is applicable in term of EYL usage in accordance with learning purposes.

After concluding the project's finding, we would like to give some suggestion as follow: (1) It is suggested that teacher have to involve media in teaching. (2) It is suggested to teacher to explain clearly about Big Book media and other media before starting to apply this in order to get students attention and participant. (3) It is suggested to teacher to do cooperative learning by each student in group in order to easy to share their idea or discussed the Big Book. (4) It is suggested to teacher to choose interesting title about the text in order to make students' easy to understand about texts, meaning and describes thing or information in the Big Book.

### **IV. Reference**

- Fahmi, Dita, Suhartono, Luwandi, Arifin, Zainal. (2013). Improving Students' Reading Comprehension Using Big Book. Pontianak: Universitas Tanjungpura.
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